

# PERCEPTIONS OF GENDER INTEGRATION

Perceptions of Gender Integration in Division II Athletic Training

Capstone Project

Presented in Partial Fulfillment of the Requirements for

The Master of Education Degree in the

College of Education and Human Service Professions

By

Jennifer S. Ach

University of Minnesota Duluth

May 2016

Committee Signatures:

Chair:

---

Member:

---

Graduate Program Director:

---

## PERCEPTIONS OF GENDER INTEGRATION

### **Acknowledgements**

I would like to acknowledge and thank all of the hard working professors within the Masters of Education program at the University of Minnesota Duluth. Specifically I would like to extend my thanks to Dr. Diane Rauschenfels who was my advisor through this entire degree program and thesis project. I would also like to thank Dr. Insoon Han who assisted immensely with my data collection and analysis for my study. Without these individuals' commitment, knowledge, and hard work I would not be where I am today.

# PERCEPTIONS OF GENDER INTEGRATION

## **Dedication**

This thesis is dedicated to all the athletic trainers who are fighting for equality in the workplace. Keep fighting for equality, stand up for what you believe in and do not let your voice go unheard.

## PERCEPTIONS OF GENDER INTEGRATION

### Abstract

This study focused on the athletic trainers' perception of gender integration in the Division II setting. Gender integration in athletic training focuses on issues of gender equality in the workplace. The short form of the Interaction gender audit was used to measure perceptions of gender integration in four areas including political will, technical capacity, accountability, and organizational culture. The study population included 141 athletic trainers working in the 4<sup>th</sup> NATA district at a Division II institution. A total of 14 males and 21 females completed the survey online. Male and females provided low ratings to questions pertaining to accountability of gender integration in the workplace. Males and females had differing perceptions of gender integration. Females perceived gender integration to be less advanced in the workplace compared to males. Specifically, females recognize that there needs to be improvement in the area of organization culture in the field of athletic training. The findings of this study should be used to begin conversations about existing gender inequalities in the field of athletic training. Specific organizations may use the structure of this study to measure their own employees' perceptions to see where improvements may be made in regards to gender equality.

# PERCEPTIONS OF GENDER INTEGRATION

## Table of Contents

{Replace with your Table of Contents.}

Acknowledgments	i
Dedication	ii
Abstract	iii
Table of Contents	iv
List of Tables	vi
Chapter One Introduction	1
Purpose of the Study	1
Background and Significance of the Study	1
Setting	3
Assumptions	3
Scope and Limitations of the Study	4
Definitions	4
Summary	4
Chapter Two Literature Review	4
History of Gender Bias in the Workplace	5
Gender Bias in Collegiate Athletics	7
Collegiate Athletic Training: A Male Dominated Field	10
The History of Equity Audits	14
Summary	15
Chapter Three Methodology	16

## PERCEPTIONS OF GENDER INTEGRATION

Research Design	16
Setting and Participants	17
Measures	18
Data Gathering and Analysis	19
Summary	20
Chapter Four Results and Discussion	21
Results	21
Discussion	27
Chapter Five Summary and Conclusion	30
Significant Findings	30
Educational Implications	31
Recommendations for Future Research	31
Limitations	32
Summary	33
References	34
Appendices	37

# PERCEPTIONS OF GENDER INTEGRATION

## List of Tables

Table 1 Participants Characteristics	22
Table 2 Means and Standard Deviations of the 20 items and a Total from the Whole Group	24
Table 3 Comparison of Male and Female Coaches' Perception on Gender Integration in Athletic Training Field	26
Table 4 Correlations between Gender Integration Perception and Participants Demographics	27

# PERCEPTIONS OF GENDER INTEGRATION

## **Chapter One**

### **Introduction**

Female athletic trainers earn on average approximately \$10,000 less per year compared to male athletic trainers (National Athletic Trainer Association, 2014). Female athletic trainers also struggle to attain leadership positions in their field. This may be due to the presence of gender bias or discrimination. In order to work towards eliminating gender bias and discrimination, it is important to first recognize these events are happening, analyze their cause and work toward formulating solutions. Ideally, the field of athletic training should work toward attaining full gender integration. Complete gender integration occurs when all genders experience equal treatment and opportunities in their place of work. More specifically, the focus of this study was to discover the level of gender integration in the field of athletic training.

### **Purpose of the Study**

Gender bias is present in many different career fields. One way gender bias is reflected is through significant wage gaps between men and women who have equal qualifications in many work settings. Collegiate athletics has a history of being a male dominated field, both on and off the playing field. Gender bias is also shown by men holding the majority of the leadership positions in many fields. The purpose of this study was to discover the rate of gender integration among certified athletic trainers working at the Division II level. Once areas of gender inequality are identified, further research efforts may be focused on forming solutions to achieve complete gender integration among certified athletic trainers in the Division II setting.

### **Background and Significance of the Study**

Gender wage gaps are common throughout many career fields. This wage gap may be partially due to the glass ceiling preventing many women from advancing to higher-level



## PERCEPTIONS OF GENDER INTEGRATION

management positions (Cohen & Huffman, 2007). This lack of female representation in leadership roles may lead to increased gender bias in the workplace (Ryan & Haslam, 2005). Throughout its history collegiate athletics has been a male dominated field. In 84% of collegiate athletic programs males make the majority of the personnel decisions (Perez, Cleary, & Hibbler, 2007). Specifically, very few women hold leadership positions in the field of collegiate athletic training. Even though few women hold leadership positions in athletic training currently there are nearly equal numbers of male and female athletic trainers in the United States (Kahanov & Eberman, 2011). While numbers are nearly equal in regards to gender, women make up only one third of head athletic trainers in the collegiate setting (Kahanov & Eberman, 2011). This lack of female athletic trainers holding leadership positions may be due to a “glass ceiling” which prevents them from advancing up the career ladder after serving as an assistant or associate athletic trainer (Mazerolle, Borland, & Burton, 2012).

There have been very few studies focusing on the gender inequality in athletic training and there have been no studies within the past 5 years on the subject of gender inequality in athletic training. The most recent study that provided evidence of a gender wage gap caused by gender bias included information comparing salaries of male and female athletic trainers that concluded that women in athletic training on average have fewer opportunities for advancement compared to men (Perez et al., 2007). This study also cited a National Athletic Training Association (NATA) statistic stating that on average female athletic trainers earn approximately \$10,000 less than men. Although, this statistic was from a study focusing on the year 2000. More recently in 2014, the NATA conducted a salary survey for certified athletic trainers nationwide. The average salary for a male athletic trainer is approximately \$54,000 while the average salary for a female athletic trainer is approximately \$44,000 (NATA, 2014). This reflects that there has

## PERCEPTIONS OF GENDER INTEGRATION

been no change in the gender wage gap in the field of athletic training. This is highly due to very few women holding leadership positions which the higher end salaries. Since there seems to be very little improvement over the last fourteen years in regards to salary gaps in athletic training, it is critical to discover where gender bias is occurring and work towards solutions to resolve such bias. This leads to the research question of “What are athletic trainers perceptions of gender integration in the field of athletic training?” Secondary research questions include “Does the perceptions of gender integration vary by gender of athletic trainers?” and “Is the perceptions of gender integration correlated with athletic trainers’ age and years of experience?”

### **Setting**

For this study the participants include male and female athletic trainers working at a division II collegiate setting in the NATA 4<sup>th</sup> District. The NATA 4<sup>th</sup> district consists of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. One hundred forty-one subjects were contacted via email with an invite to participate in this research study. Each participant who agreed to participate completed a short gender audit survey followed by demographic information questions. The gender audit survey and demographic questions were conducted electronically via the website Qualtrics, a web-based survey service that is available for use by all faculty, staff and students of the researcher’s University.

### **Assumptions**

The primary researcher of this study is a female working in the field of collegiate athletic training with female sports. This may cause a bias towards a female’s point of view. This study will utilized a quantitative technique to research the gender perception in division II collegiate athletic training. Each participant will be answered fully structured multiple choice questions to describe various demographic information along with their salary. It is expected that all

## PERCEPTIONS OF GENDER INTEGRATION

participants answer all survey questions as honestly as possible. The researcher recruited participants through email contact. Survey responses were anonymous throughout the study.

### **Scope and Limitations of the Study**

This study only included division II athletic trainers in 4<sup>th</sup> NATA district. The resources were not available to reach out to a larger participant pool. Further research could include athletic trainers from different geographical locations or include a more varied pool of participants from different locations.

### **Definitions**

- National Athletic Training Association (NATA)- Nationwide professional organization for certified athletic trainers which concentrates on promotion of the field, research, and education.
- Gender discrimination- excluding or disregarding someone based upon their gender

### **Summary**

The purpose of this study was to discover gender perceptions in the division II collegiate athletic training setting. There has been a history of differences in gender perception leading to different treatment between genders in many career settings especially in the field of collegiate sports. Perceiving individuals of different genders unequally has led to many issues including gender wage gaps and low numbers of females in leadership positions. This study aimed to discover the extent of discrepancies in gender perception in division II collegiate athletic training and suggests methods to move towards equal treatment of athletic trainers regardless of gender.

# PERCEPTIONS OF GENDER INTEGRATION

## Chapter Two

### Literature Review

Gender bias has been present in collegiate athletics since the inception of female sports. Although there have been great strides towards equality, there still is room to improve. Leadership positions in collegiate athletics, such as athletic director positions, are greatly dominated by males. This study focused specifically on subjects in field of athletic training in the collegiate setting working at the division II level. The goal of this study was to discover the progress of gender integration in the field of athletic training. This literature review presents information regarding the history of gender inequality in the general workplace, gender inequality in collegiate athletics, and gender inequality present in collegiate athletic training.

#### History of Gender Bias in the Workplace

Gender inequality has been a common theme across many career fields. It is also a common trend to have a disproportionate amount of men compared to women in manager and other leadership positions. According to national employment trends, female representation in the workforce has increased from 40% in 1975 to 46% in 2005 (Kahanov & Eberman, 2011). It was also projected that over half (51%) of the workforce would be female by the year 2014. These statistics may seem promising and point towards increased opportunities for women. Just because there are the same number of females as males in the work place does not necessarily mean leadership will be equally represented by both genders. Females are still lacking in leadership positions across the board.

**The glass ceiling.** There seems to be a development of a “glass ceiling” which represents a barrier between women and advancing into leadership roles (Cohen & Huffman 2007). Cohen and Huffman (2007) discovered that qualified women may be blocked from upper-level

## PERCEPTIONS OF GENDER INTEGRATION

management positions and are denied the benefits of said jobs. The absence of females in higher level leadership roles may also correlate with an increase of gender bias within lower employee positions. On the other hand, an increase of women in leadership and high managerial positions could in turn effect all non-managerial workers by reducing gender inequality down the ladder. This overall progress toward gender equality in the workplace at all levels of employment may lead to the diminishing of the gender wage gap.

Over recent years some women have been able to break through the “glass ceiling” to reach management and administrative level positions. According to Ryan and Haslam (2005) even though some women have attained leadership positions, their performance is often put under high scrutiny and their evaluation is not always positive. This may be due to the fact that women’s leadership effectiveness is often perceived to be lower than that of men. It has also been discovered that in some cases workers prefer male supervisors to female ones (Ryan & Haslam, 2005). This preference towards male leaders is a term referred to as a ‘think manager-think male’ bias. Ryan and Haslam (2005) suggest that even when women achieve leadership positions that they may be placed upon a ‘glass cliff.’ This means that their leadership appointments are given in problematic organizational circumstances which lead them to be more precarious. Placing women in these roles under unstable company conditions may lead to the failure of a female leader and said leader may be singled out for blame when in reality the leader in question could not prevent the negative outcome of a company situation. In fact, when women are placed in precarious leadership positions where they are more than likely to fail, this may promote the very inequality that women’s advancement is intended to address.

It is important to note that increased women leadership does not perfectly correlate with the ending of gender equality. In a study focusing on characteristics of women rulers around the

## PERCEPTIONS OF GENDER INTEGRATION

world (Jalalzai, 2008), it was concluded that women are more likely to enter office when their powers are relatively few and constrained. This means that in the majority of political systems in which female leaders exist have a fragmented executive power system, usually with two or more people with leadership responsibilities. Even though a female comes into leadership power, this does not signify the end of gender discrimination or bias. Gender discrimination and bias will end when women are equally represented in all facets of society, this may include having elected officials that promote issues that fight gender inequality (Jalalzai, 2008).

### **Gender Bias in Collegiate Athletics**

Sports and athletic activities have historically begun with male only sports. Women's sports were limited until the creation of title IX which attempted to provide equal opportunity for participation in athletic activities for both males and females. In many cases the budgets allocated to female sports was only a fraction of funds dedicated to male sports. For example, in the 1990s, women received only 23.9 percent of intercollegiate athletic department budgets while male sports received 76.1 percent (Smith, 1996). During this timeframe, this may have been due to the unequal number of males and females participating in collegiate level sports. In the 1990s 186,045 males participated in NCAA sports while only 96,467 females participate at the same level. This means females only made up 33% of student-athletes in NCAA sports (Smith, 1996).

Similar ratios have also been seen in various job positions working with collegiate sports. In the majority of collegiate athletic programs, males hold the leadership positions. In approximately 84.1% of college and university athletic programs males make the majority of the personnel decisions (Perez et al., 2007). This unequal ratio specifically translates over towards coaching appointments. For example, it was discovered that around 42% of women's collegiate teams and less than 2% of men's collegiate teams are guided by a woman head coach. This

## PERCEPTIONS OF GENDER INTEGRATION

means 58% of woman's collegiate teams and an astounding 98% of men's collegiate teams are led by male head coaches (Cunningham, 2008). To present day this field is still greatly controlled by males.

Since gender inequality has been present at the collegiate sport level for so many years, gender discrimination may have become institutionalized. Something becomes institutionalized when, through habit, history and tradition it becomes unquestionably accepted as "how things are done" (Cunningham, 2008). There have been multiple instances that point to the truth of gender discrimination being institutionalized in collegiate athletics. This may mean that the only way to truly move towards complete gender equality is the deinstitutionalization of gender discrimination in collegiate athletics (Cunningham, 2008).

**The impact of Title IX.** Title IX was passed in 1972. This legislation called for equal opportunities for both men and women in federally funded educational activities which included athletics (Cunningham, 2008). All schools were expected to follow said legislation by 1978 to be in line with mandatory compliance. Although this legislation was deemed mandatory in 1978, females are still underrepresented in athletic when compared to their proportion in the general undergraduate student body (Cunningham, 2008). Title IX is also encompassing to ensure equal employment opportunities to employees of athletic programs. Even though this legislation exists to provide equal opportunity for employment regardless of gender, very few women hold leadership positions in collegiate athletic programs. According to Heckman (2003) women hold the top athletic director positions of women's programs at 8.4% Division I, 16.1% of Division II, and 27.6% of Division III schools.

According to a study by Mazerolle et al. (2012), Title IX legislation has caused a decrease in the percentage of women holding positions in the coaching and administrative ranks

## PERCEPTIONS OF GENDER INTEGRATION

at the collegiate level. This may be due to the merging of athletic programs to be a single entity instead of having separate male and female collegiate sports organizations. This has caused the merging of athletic director positions, from head female sports athletic director and male sports athletic director into one position.

There is a section under Title IX which ensures equal pay for individuals in equal positions. To determine the appropriate level of pay for coaches, many factors are taken into account. These factors include team size, number of assistant coaches, recruiting responsibilities, the amount of spectator attendance and community interest in the sport, the amount of revenue generated by the sport, the degree of responsibility in the area of public and media relations and promotional activities, and the relative importance of the sport in the athletic programs as a whole (Heckman, 2003). This creates specific criteria to ensure that all coaches are receiving fair pay compared to their counterparts regardless of gender.

To my knowledge Title IX does not include criteria to ensure fair pay for athletic trainers regardless of gender. It may be possible to compare similar factors, such as length of season, number of athletes, and average hours of work per week, to determine fair pay based on an individual's work load.

Title IX has still some short comings that need to be addressed and revised. For example, there is a funding loop hole which only requires necessary funding for all sports (Heckman 2003). The work necessary is left up for interpretation by athletic administrators. A number of factors should be taken into account when determining funding for each sport. These factors should be determined and included within the Title IX legislation. There is no doubt that Title IX has done a lot to provide opportunities for females in the field of athletics but there is still some room for improvement. It is important for all institutions to work towards eliminating gender



## PERCEPTIONS OF GENDER INTEGRATION

inequality by providing not some opportunity for females, but equal opportunity for all (Heckman 2003).

### **Collegiate Athletic Training: A Male Dominated Field**

In 1950 the National Athletic Trainers Association (NATA) was created by 101 athletic trainers (Perez et al., 2007). Out of these 101 athletic trainers, none were women. The creation of the NATA marked the official beginning of the regulation of the field of athletic training. Females did not begin to join the field in great numbers until the 1970s, the same time period when Title IX legislation was put in place.

Women now represent approximately 48% of certified athletic trainers (Kahanov & Eberman, 2011). The increase of women pursuing careers in the field of athletic training has been a slow increase. The number of females in the field of athletic training has only increased at a rate of 0.8% since the 1995-1996 school year (Mazerolle et al., 2012). Even though there is nearly the same number of females as males in the field of athletic training, women still hold significantly fewer leadership roles compared to males in the field. Lack of women in leadership roles may be caused by gender inequalities still present in the field.

**Female athletic trainers in the collegiate setting.** Over the past few decades there has been a significant increase in females entering the field of athletic training. This increase has been so significant that there are almost even numbers of certified male and female athletic trainers nationwide. Even though there are almost even numbers of females and males in the field of athletic training, there are very few females who hold leadership positions. Less than one-third of NCAA institutions have female head athletic trainers (Kahanov & Eberman, 2011). Focusing on only the Division I level this number is even less with only 16.3% of head athletic trainer positions being held by females. This lack of females holding leadership roles may affect

## PERCEPTIONS OF GENDER INTEGRATION

the number of females holding lower athletic trainer positions. For example, at the Division I level only one quarter of full-time staff certified athletic trainers are female (Mazerolle et al., 2012). An underrepresentation of females in leadership positions may support the theory of a “glass ceiling” which prevents females from advancing towards higher administrative roles after serving as assistant or associate athletic trainers (Mazerolle et al., 2012).

Even though gender bias and discrimination has decreased in collegiate athletics over the past few decades, there is still some evidence of lingering gender inequality. Just as in other positions, gender inequality is present in the field of athletic training at the collegiate level. In a recent study, approximately 78% of female athletic trainers surveyed believed women in athletic training wished to pursue leadership roles but met pressure from men not to pursue leadership roles (Perez et al., 2007). Also, 93% of all women surveyed had not been invited to serve on NATA committees on any level, national, state, or district level.

There are many factors that may cause lower numbers of females compared to males in the collegiate athletic training setting. In the family setting woman still play the role of primary caregiver. Women in athletic training who chose to work in the collegiate setting and have children may struggle to balance family demands and work demands. A recent study noted that athletic trainers who had family demands may experience increased stress as well as put additional stress on their coworkers. Individuals with children may need to take leave on short notice or leave work early causing their coworkers to have to cover the individual’s assigned duties. This may make the individuals with family commitments perceived as less of team players to their coworkers (Perez et al., 2007).

Females in athletic training, on average, have been known to have shortened career longevity compared to their male counterparts. In a recent study by Kahanov and Eberman

## PERCEPTIONS OF GENDER INTEGRATION

(2011), it was discovered that there may be a significant decline in female athletic trainers at the age of 28. Their male counterparts, however, on average sought out a setting change, from the collegiate setting to the secondary school setting, around the same age range rather than seeking out a new career entirely. The significant trend of women leaving the field of athletic training around this age may be due to an increase in family responsibilities (Kahonov & Eberman, 2011). Reasons for decline of athletic trainers holding positions in the collegiate setting after the age of 30 years may indicated that there are some aspects of athletic training which are not desirable as people mature in the profession. This may be due to non-traditional work hours which make managing family responsibilities and a life-work balance difficult (Kahonox & Eberman, 2011).

**Strategies to decrease gender discrimination.** If gender inequalities have been identified in the workplace, a strategy should be created in order to combat said discrimination. It was discovered in a study conducted by Mazerolle et al. (2012) that mentorship, having a supportive supervisor and staff, and clear communication helped to decrease gender bias in collegiate athletic training. Within this study 14 female athletic trainers were interviewed to better understand methods that were employed in their workplace in order to reduce gender discrimination and bias. Mentorship and role modeling was shown to assist students in understanding future roles and the expectations associated with said roles. Mentors also may suggest what female athletic trainers should be working towards for career advancement (Perez et al., 2007). In many situations head athletic trainers and other supervisors may help to decrease issues and conflicts involving gender discrimination through assisting with mediation. Also, through the means of clear communication with coaches, female athletic trainers may assert their

## PERCEPTIONS OF GENDER INTEGRATION

place and viewpoint, helping coaches to better respect said athletic trainer's position working with their assigned team.

Increased resources may also help to equalize the male to female ratio of athletic trainers in the collegiate setting. For example, positions could offer greater flexibility in work patterns or schedules, more variety in benefits programs and human resource policies including child-care assistance and parental-leave programs (Perez et al., 2007). Additional ways to increase gender equity include education workshops on discriminatory practices and attitudes, leadership training institutes, national identification programs for potential leaders, recognition for research on leadership issues for women, internship programs aimed towards females, and strong recruitment efforts (Perez et al., 2007). It has also been shown that females in athletic training experience the highest level of burnout in the college or university setting. This may also lead to higher levels of females leaving the career field of athletic training at an early age compared to their male counterparts (Perez et al., 2007).

**Gender and salary in athletic training.** Just as in other collegiate athletic positions, the collegiate athletic training setting has a certain level of gender bias. According to a study by Perez et al. (2007) women in athletic training on average have fewer opportunities for advancement compared to men. This study also noted that according to the NATA (2014) women certified athletic trainers on average earned approximately \$10,000 less per year than male athletic trainers. This statistic comes from a salary survey from the year 2014. This survey included athletic trainers nationwide in all settings. This wage gap is staggering. The cause of the gap is not defined but may be caused by males holding the majority of higher paying leadership positions over female athletic trainers.

## PERCEPTIONS OF GENDER INTEGRATION

Another study by Arnold et al. (1996) found no association between gender and salary. The highest predictors of salary was found to be highest level of degree attained. It was discovered that individuals with doctoral degrees earn \$8,000 more per year on average compared to their counterparts with masters degrees. Also it was discovered that individuals who held a masters degree earned \$2,000 more per year than those who held only bachelor degrees (Arnold et al., 1996). Marital status being a significant factor that predicted salary was another interesting point presented in this study. It was unclear as to why married people earned more than their single counterparts. It may be because married employees negotiated for higher salary levels or were offered more because they were older and had more work experience (Arnold et al., 1996). This data is insightful yet outdated and calls for additional studies focusing on the factors influencing salary in the field of athletic training.

### **The History of Equity Audits**

Equity audits have a substantial history in “civil rights enforcement in the United States and other nations” (Skrla, Scheurich, Garcia, & Nolly, 2004). Types of equity audits include such areas as gender equity, employment equity, health equity, and other areas pertaining to equity. Equity audits are frequently used in the educational setting and activities that receive federal funding. All federally funded organizations must comply with a number of civil statutes that prohibit discrimination. Equity audits provide a method to measure the degree of compliance to these civil rights statutes (Skrla et al., 2004). There are many civil rights statutes in place that federally funded organizations must comply with but Title IX of the Education Amendments of 1972 which prohibits sex discrimination pertains to this study the most (Skrla et al., 2004).

## PERCEPTIONS OF GENDER INTEGRATION

### **Summary**

This study focuses on gender integration in the field of athletic training. There has not yet been a study focusing on the rate of gender integration in the field of athletic training and how it may be related to gender inequalities. As in many career fields, athletic training remains a male dominated field. Even though there are near equal numbers of female and male athletic trainers, females holding leadership positions are still lacking. Females in athletic training may be prevented from advancing to higher positions due to the presence of gender bias. This prevention from advancing to higher positions may lead to lower salaries among female athletic trainers on average compared to their male counterparts. This study hopes to discover the effects of gender inequalities on the process of gender integration in the field of athletic training.

## **Chapter Three**

### **Methodology**

It is important to recognize where gender discrimination still exists in order to formulate solutions to move towards equal treatment for all genders. The purpose of this study was to measure the rate of gender integration in Division II athletic training. Gender integration promotes women's leadership and equality within an organization's policies and structures (Harvey, Kindervatter, Morris, & Woods, 2010). There have not been any recent studies within the past that have focused on gender integration in the field of athletic training. This study consists of a gender audit conducted through a cross-sectional survey design. To begin, this chapter will describe the quantitative research design of this study. Second, the specific setting and participants included in the study population will be explained. To conclude, the development of the survey used and methods of analyzing the data will be described.

### **Research Design**

The research design of this study was quantitative using a cross-sectional survey design. A cross-sectional survey design consists of a researcher collecting data at one point in time (Creswell, 2015). This method is able to provide information in a short amount of time which makes it ideal to this research study. Cross-sectional studies can examine current attitudes, beliefs, opinions, or practices (Creswell, 2015). The focus of this study was to examine athletic trainers' current perceptions of gender integration in their work setting.

The survey design for this study consists of a gender audit created by InterAction. InterAction is an alliance organization located in Washington D.C. which is made up of nongovernmental organizations. InterAction serves as a convener, thought leader, and voice of the community to encourage positive change. They work on many local and global improvement

## PERCEPTIONS OF GENDER INTEGRATION

projects. Four main categories of their focus areas include international development, accountability and learning, humanitarian action, and policy and advocacy (Harvey et al., 2010).

Specifically for this study the short version of the InterAction gender audit questionnaire was utilized. The gender audit survey aims to create a snapshot of the perceptions participants have regarding the status of gender equality in the field of athletic training. The short gender audit questionnaire consists of 20 questions pertaining to perceptions of gender integration in the workplace. After responding to the gender audit portion, each participant was asked to answer demographic information questions as stated in the *Gender Audit Handbook* (Harvey et al., 2010).

### **Setting and Participants**

The accessible population of this study included 141 certified athletic trainers working at the Division II level. More specifically, the study population included Division II certified athletic trainers working in the 4<sup>th</sup> district of the National Athletic Training Association. The sample for this study included Division II certified athletic trainers in the 4<sup>th</sup> district who completed the survey before the closing date (Creswell, 2015). A list of 4<sup>th</sup> district Division II University Athletic program websites was compiled using the *Search for a School* page located on The National Collegiate Athletic Association (NCAA) website. Each participant's contact information was retrieved from their University's athletics website from the staff directory.

One hundred forty one potential subjects were contacted via email and were asked to participate in an anonymous online survey consisting of gender audit and demographic questions. All survey responses were completely confidential. Each participant was also informed that they may abstain from participating in the study at any time. No partially completed surveys would be counted.



## PERCEPTIONS OF GENDER INTEGRATION

The 4<sup>th</sup> district includes all Division II Colleges and Universities in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. This sample was narrowed down from Division II certified athletic trainers nationwide. The 4<sup>th</sup> district was chosen because it includes a manageable amount of participants for one primary researcher to contact and the primary researcher is employed in the 4<sup>th</sup> district.

### **Measures**

The gender audit questionnaire uses a framework and theory of change called the Gender Integration Framework (GIF) (Harvey et al., 2010). This framework suggests that organizational change can only occur when four organizational dimensions are ready for gender integration. These four elements include political will, technical capacity, accountability and organizational culture. These elements are the primary measure of this study. Political will of an organization includes ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization (Harvey et al., 2010). Technical capacity is the level of ability, qualifications and skills individuals in an organization need to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes (Harvey et al., 2010). Accountability in this case is defined as mechanisms by which an organization determines the extent to which it is ‘walking the talk’ in terms of integrating gender equality in its programs and organizational structures (Harvey et al., 2010). Organizational culture includes norms, customs, beliefs and codes of behavior in an organization that supports or undermines gender equality. Some specific examples of aspects that make up organizational culture include how people relate, what are seen as acceptable ideas, behavior expectations, and what behaviors are rewarded (Harvey et al., 2010).

## PERCEPTIONS OF GENDER INTEGRATION

The short-form consists of 22 items, and two items with open-ended question format was removed for this study because information from the open-ended questions were not used for this quantitative research. As indicated in the research consent form, for each question, the participants had the option to decline providing an answer if they did not feel comfortable answering. No answer was forced on the 20-item survey. The survey was in electronic form through the website Qualtrics. This website was also utilized to initially organize the data before analysis. Instead of the 93-item original questionnaire, the short form was chosen for this study because it provides sufficient information for this study. For this research, the short-form was used.

### **Data Gathering and Analysis**

Each participant was assigned a number for data organization purposes. These numbers were assigned to the participants in order of who completed the survey first. The answers for each survey question were assigned a single-item score on a 5-point rating scale. A single item score is an individual score assigned to each question for each participant in the study (Creswell, 2015). A total score was also calculated in the possible range of 20-100. Each participant's quantified answer for each survey question was recorded into an excel sheet for data manipulation and analyzed using a statistical software, IBM SPSS Statistics version 23 (2015).

All participants were then divided into groups based upon their gender to compare. Independent t-test was utilized to examine the differences in female and male responses to the 20-item gender audit questions. The chi-square test of statistical significance was utilized to discover the significance of differences in demographic characteristics by gender. The Pearson product-moment correlation coefficient was used to measure the linear correlation between

## PERCEPTIONS OF GENDER INTEGRATION

perception and demographics, such as age and experience. The results are discussed in the chapter 4.

### **Summary**

The purpose of this study was to discover the differences in perceptions of male and female athletic trainers regarding gender integration. A sample of athletic trainers working in the 4<sup>th</sup> district at Division II institutions was surveyed. The cross-sectional survey consisted of a short version of InterAction's gender audit and demographic information questions. This data was analyzed to discover perceptions towards four subcategories of gender integration including political will, technical capacity, accountability, and organizational culture. Understanding the current perceptions of gender integration in athletic training will assist in building educational and action programs to move towards full gender integration in athletic training. The results of this study are discussed in chapter 4.

## Chapter Four

### Results and Discussion

The primary research question of this study is “What are athletic trainer perceptions of gender integration?” Additional research questions also included were “Does the perceptions of gender integration differ by gender of athletic trainers?” and “Does perception of gender integration correlated with the athletic trainers’ age and years of experience?” A 20-item survey and select demographic questions were used to collect data pertaining to subjects’ perception of gender integration in their work place. This chapter will provide the results and discussion of the data collected.

#### Results

The 20-item survey questionnaire was distributed online to 141 potential participants. This survey was available for three weeks. Reminder emails were sent to potential participants who had not yet completed the survey following the first and second week. Table 1 presents the response rates and demographic information for each gender group. Response rates were significantly higher in female ( $n=21$  out of 47, 44.7%) than male ( $n=14$  out of 94, 14.9%), Chi-square = 14.9,  $p < .05$ . There were no differences in the demographic variables, such as degree, job title, age, and years of experiences, between gender groups. On average the salary for male athletic trainers seems to be higher compared to female athletic trainers, although this difference is not statistically significant,  $p=.21$ . When considering the correlation between salary with age and experience, the higher salary for men is due to higher age and more years of experience compared to females.

# PERCEPTIONS OF GENDER INTEGRATION

Table 1  
*Participant Characteristics*

Variable	Male (n=14)		Female (n=21)		Chi-square	p value
	n	%	n	%		
Response rate	14/94	14.9	21/47	44.7	14.9	.00
Highest Degree					2.41	.12
Bachelors	1	7.1	6	28.6		
Masters	13	92.9	15	71.4		
Doctorate	0	0.0	0	0.0		
Job Title					4.18	.24
Intern/Graduate Assistant	0	0.0	5	23.8		
Assistant Athletic Trainer	7	50.0	7	33.3		
Associate Athletic Trainer	1	7.1	2	9.5		
Head Athletic Trainer	6	42.9	7	33.3		
Other	0	0.0	0	0.0		
	M	SD	M	SD	t (33)	p value
Age (year)	37.0	10.1	35.0	10.3	0.56	.58
Experience (year)	13.4	9.9	10.9	9.3	0.74	.46
Yearly Salary (dollar)	45958 <sup>a</sup>	15872	39121 <sup>b</sup>	13590	1.28	.21

*Note .* <sup>a</sup>n=12 for male, <sup>b</sup>n=19 for female, thus *df* for the t-test on Yearly Salary was 29.

**Research question 1: Athletic trainers' perception of gender integration.** The survey was on a 5-point rating scale, where 1 being "To a very small degree", 3 "To a moderate degree", and 5 "To a very great degree"; thus, a higher score means more agreement with the statement. Table 2 displays the responses to the 20 items and a total score of the survey for the whole group.

Of 20 items, the three items with the lowest gender integration perceived were "(15) Gender awareness is included in job descriptions and/or in job performance criteria (Mean = 2.5,

## PERCEPTIONS OF GENDER INTEGRATION

Mode=1)”, “(12) Data collected for projects and programs is disaggregated by sex (Mean = 2.5; Mode = 3)”, and “(13) The gender impact of projects and programs is monitored and evaluated (Mean = 2.6; Mode = 2)”. These three questions focus on the accountability aspect of gender integration. Actions that show accountability in an organization are “mechanisms by which an organization determines the extent to which it is ‘walking the talk’ in terms of integrating gender equality in its programs and organizational structures” (Harvey et al., 2010).

The highest three were “(2) My organization has a written policy that affirms a commitment to gender equality (Mean = 3.7; Mode = 5)”, “(3) Senior management actively support and take responsibility for the implementation of the policy (or for promoting gender equality, if no policy exists) (Mean = 3.7; Mode = 5), and “(4) There has been an increase in the representation of women in senior management or leadership positions in the past few years (Mean = 3.5; Mode = 3 and 5). These three questions focus on the political will of the organization. The political will relate to “ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization” (Harvey et al., 2010). Having a high rating of these questions translates to athletic trainers believing that their leaders are working towards and supporting gender equality in the workplace.

## PERCEPTIONS OF GENDER INTEGRATION

Table 2

Means and Standard Deviations of the 20 Items and a Total from the Whole Group

Item	Statement	Mean	SD	Mode
Chronbach Alpha Internal Consistency Coefficient, $r = 0.96$				
1	The integration of gender equality in programs/projects is mandated in my organization.	3.4	1.2	3
2	My organization has a written policy that affirms a commitment to gender equality.	3.7	1.3	5
3	Senior management actively support and take responsibility for the implementation of the policy (or for promoting gender equality, if no policy exists).	3.7	1.2	5
4	There has been an increase in the representation of women in senior management or leadership positions in the past few years.	3.5	1.3	3,5
5	My organization has budgeted adequate financial resources to support our gender integration work.	2.9	1.2	3
6	There is a person or division responsible for gender in my organization.	3.4	1.4	5
7	Staff has the necessary knowledge, skills and attitude to carry out their work with gender awareness.	3.4	1.1	3
8	Program/project planning, implementation, evaluation, and advisory teams in my organization consist of members who are gender-sensitive.	3.4	1.1	4
9	Program/project planning, implementation, evaluation, and advisory teams in my organization include at least one person with specific expertise and skills in gender issues.	3.3	1.2	4
10	Gender analysis is built into our program planning and implementation procedures.	2.8	1.1	2
11	Gender analysis is built into our program evaluation procedures.	2.8	1.1	3
12	Data collected for projects and programs is disaggregated by sex.	2.5	1.0	3
13	The gender impact of projects and programs is monitored and evaluated.	2.6	1.2	2
14	My organization's programs/projects contribute to the empowerment of women/girls and the changing of unequal gender relations.	2.8	1.2	3
15	Gender awareness is included in job descriptions and/or in job performance criteria.	2.5	1.3	1
16	Gender issues are taken seriously and discussed openly by men and women in my organization.	3.1	1.4	4
17	My organization has a reputation of integrity and competence on gender issues amongst leaders in the field of gender and development.	3.1	1.2	3
18	The working environment in my organization has improved for women over the past two years.	2.9	1.2	3
19	Staff in my organization is committed to the advancement of gender equality.	3.4	1.0	3
20	My organization has made significant progress in mainstreaming gender into our operations and programs.	3.1	1.0	3
Total Score		63.4	17.8	

**Research question 2: Differences in male and female athletic trainers' perception of gender integration.** Gender differences were found in gender integration perception in athletic training field, which is displayed in Table 3. Overall, the perception of female athletic trainers

## PERCEPTIONS OF GENDER INTEGRATION

(Mean = 57.7 of possible full score of 100) was significantly lower than male coaches (Mean = 72) on gender integration,  $t(33) = 2.28, p < .05$ . In 7 items of 20 items, female athletic trainers perceived significantly lower gender integration than male athletic trainers,  $p < .05$ . These seven items included “(2) My organization has a written policy that affirms a commitment to gender equality”; “(9) Program/project planning, implementation, evaluation, and advisory teams in my organization include at least one person with specific expertise and skills in gender issues”; “(11) Gender analysis is built into our program evaluation procedures”; “(13) The gender impact of projects and programs is disaggregated by sex”; “(18) The working environment in my organization has improved for women over the past two years”; “(19) Staff in my organization is committed to the advancement of gender equality”; “(20) My organization has made significant progress in mainstreaming gender into our operations and programs.”

Of the seven questions answered lower by female athletic trainers question 2 pertained to political will, question 9 and 11 pertained to technical capacity, question 13 pertained to accountability, and questions 18 through 20 pertained to organizational culture. Having lower ratings within questions pertaining to all four aspects of gender integration measured reflects a need for improvement in all four sectors. The sector that requires the most improvement according to the perception of female athletic trainers is organizational culture. Organizational culture is the norms, customs, beliefs and codes of behavior in an organization that support or undermine gender equality (Harvey et al., 2010). This is the culture of the organization as created by the organization’s employees and leaders.



# PERCEPTIONS OF GENDER INTEGRATION

Table 3

*Comparison of Male and Female Coaches' Perception on Gender Integration in Athletic Training Field*

Item	Statement	Male		Female		t (33)	p
		Mean	(SD)	Mean	(SD)		
1	The integration of gender equality in programs/projects is mandated in my organization.	3.6	(1.2)	3.2	(1.2)	0.66	.52
2	My organization has a written policy that affirms a commitment to gender equality.	4.4	(0.8)	3.3	(1.4)	2.59	.02
3	Senior management actively support and take responsibility for the implementation of the policy	4.2	(1.0)	3.3	(1.3)	1.93	.06
4	There has been an increase in the representation of women in senior management or leadership positions.	3.7	(1.3)	3.3	(1.4)	0.98	.34
5	My organization has budgeted adequate financial resources to support our gender integration work.	3.4	(1.2)	2.6	(1.1)	1.85	.07
6	There is a person or division responsible for gender in my organization.	3.7	(1.3)	3.1	(1.5)	0.81	.42
7	Staff has the necessary knowledge, skills and attitude to carry out their work with gender awareness.	3.7	(0.8)	3.2	(1.2)	1.28	.21
8	Program/project planning, implementation, evaluation, and advisory teams in my organization consist of members who are gender-sensitive.	3.9	(1.0)	3.1	(1.0)	1.92	.07
9	Program/project planning, implementation, evaluation, and advisory teams in my organization include at least one person with specific expertise and skills in gender issues.	3.8	(1.1)	2.9	(1.2)	2.2	.04
10	Gender analysis is built into our program planning and implementation procedures.	3.3	(1.1)	2.5	(1.0)	1.79	.08
11	Gender analysis is built into our program evaluation procedures.	3.4	(1.0)	2.5	(1.0)	2.38	.02
12	Data collected for projects and programs is disaggregated by sex.	2.6	(1.0)	2.4	(1.1)	0.36	.72
13	The gender impact of projects and programs is monitored and evaluated.	3.2	(1.1)	2.2	(1.0)	2.31	.03
14	My organization's programs contribute to the empowerment of women and the changing of unequal gender relations.	3.2	(1.1)	2.5	(1.2)	1.58	.12
15	Gender awareness is included in job descriptions and/or in job performance criteria.	2.7	(1.4)	2.3	(1.1)	0.95	.35
16	Gender issues are taken seriously and discussed openly by men and women in my organization.	3.6	(1.2)	2.8	(1.4)	1.6	.12
17	My organization has a reputation of integrity and competence on gender issues amongst leaders in the field of gender.	3.6	(1.1)	2.9	(1.2)	1.71	.10
18	The working environment in my organization has improved for women over the past two years.	3.5	(1.1)	2.6	(1.2)	2.57	.02
19	Staff in my organization is committed to the advancement of gender equality.	3.9	(0.8)	3.1	(1.1)	2.4	.02
20	My organization has made significant progress in mainstreaming gender into our operations and programs.	3.6	(1.0)	2.8	(0.9)	2.64	.01
Total Score		72.0	(15.3)	57.7	(17.3)	2.28	.03

## PERCEPTIONS OF GENDER INTEGRATION

**Research question 3: Correlations between gender integration perception and the participant demographic characteristics.** Table 4 presents the correlation between perception and demographics. There were no significant relation between the perception and age or experience,  $p > .05$ . Perception of gender integration in athletic training did not significantly differ based upon age or experience of the participants.

Table 4

*Correlations between Gender Integration Perception and Participant Demographics*

Variable	Minimum	Maximum	Coorelation with Total Perception Score
Age (years)	22	57	.025, $p = .88$
Experience (years)	1	35	.054, $p = .76$

### Discussion

The primary research question for this study is “What are athletic trainer perceptions of gender integration?” Additional research questions also included were “Does the perceptions of gender integration differ by gender of athletic trainers?” and “Is the perceptions of gender integration correlated with the athletic trainers’ age and years of experience?” Gender integration is when both genders experience equal opportunities in the workplace. Specifically, hiring practices, evaluation, reward processes and leave policies must be equitable and fair in regards to gender if full gender equality is to be achieved (Harvey et al., 2010). The short gender audit survey utilized in this study is used to measure subjects’ perceptions about how gender issues are addressed in the workplace. By being aware of athletic trainers’ perceptions of gender issues in the workplace, challenges and opportunities for increasing gender skills and organizational equality can be identified (Harvey et al., 2010). This research also set out to fill a gap in research because there has not been any research studies focusing on athletic trainers’ perceptions of gender integration in the Division II setting.

## PERCEPTIONS OF GENDER INTEGRATION

In regards to the first research question addressed in this study, the questions of the survey rated highest on average by athletic trainers pertained to political will while the questions rated lowest by athletic trainers pertained to accountability. Political will is how leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in an organization (Harvey et al., 2010). Political will is very important to organizational change toward gender equality. Accountability is the ways an organization determines the extent to which it is following gender equality policies and integrating gender equality in its programs and basic structure (Harvey et al., 2010). These results reflect positive thoughts about working towards gender equality but lack of actions to make changes happen. Leaders may be speaking in support of gender equality in the workplace but athletic trainers are perceiving lack of action to work towards such gender equality.

The data collected in this study support the hypothesis that athletic trainers perception of gender integration does vary by gender. Female athletic trainers' responses projected gender integration to be less advanced than compared to their male counterparts. Females perceived all aspects of gender integration lower compared to males. These aspects include political will, technical capacity, accountability, and organizational culture. The largest discrepancy between male and female athletic trainer perceptions was seen in the category of organizational culture. Organizational culture is the norms, customs, beliefs and codes of behavior in an organization that support or undermine gender equality (Harvey et al. 2010). This culture is created by employees and leaders in the workplace.

To address the research question "Is the perceptions of gender integration correlated with the athletic trainers' age and years of experience?" no significant correlation was found between perception of gender integration and participant demographic characteristics. Neither age nor

## PERCEPTIONS OF GENDER INTEGRATION

years of experience correlated with participants' perception of gender integration in athletic training. In a previous study a large wage gap was noted between male and female athletic trainers (NATA, 2014). The demographic information in this study reflects an insignificant difference in salary rates between men and women. This may reflect an improvement in pay equality for athletic trainers.

### *Summary*

In the early years of athletic training, female athletic trainers faced higher levels of gender discrimination compared to male athletic trainers. According to the findings of this study, female athletic trainers perceive lower levels of gender integration compared to male athletic trainers. This translates to female athletic trainers perceiving a higher rate of gender discrimination or gender bias compared to male athletic trainers. The main area of concern for female athletic trainers is lack of gender equality being promoted in the culture of the organizations of their workplace.

## Chapter Five

### Summary and Conclusions

The focus of this study is perceptions of gender integration in athletic training. This chapter will summarize the findings of this study as they pertain to the primary and secondary research questions. It will also present educational implications of findings, recommendations for further research, and limitations for this study.

#### Significant Findings

There are no previous studies focusing on the perception of gender integration in the field of athletic training. This study was the first of its kind focusing on gender integration in athletic training. The most significant findings of this research included the discovery of athletic trainer perceptions of gender integration and the differing opinions of gender integration between male and female athletic trainers.

In regards to gender integration, athletic trainers perceive political will to be the strongest attribute within the field while accountability was viewed to be very weak. Political will is how leaders in organizations utilize their position to communicate and demonstrate their support, enthusiasm for, and commitment to working toward gender equality in the workplace (Harvey et al., 2010). Accountability is the ways an organization determines the extent to which it is following gender equality policies and integrating gender equality in its basic structure (Harvey et al., 2010). This means that leaders are in support of gender equality but the general population in the field of athletic training is not necessarily taking action to recognize and correct areas of gender bias or discrimination. To correct this lack of action, athletic trainers should recognize where gender discrimination or bias is occurring and talk about possible solutions.

## PERCEPTIONS OF GENDER INTEGRATION

On average, male athletic trainers perceived further progressed gender integration compared to females. Female athletic trainers believe that organizational culture in the field of athletic training needs the most improvement out of the four aspects of gender integration. According to the InterAction Handbook, organizational culture is defined as “norms, customs, beliefs and codes of behavior in an organization that support or undermine gender equality” (Harvey, et al 2010). Examples of organizational culture include how people relate, what are seen as acceptable ideas, how people are ‘expected to behave,’ and what behaviors are rewarded.

It is important to have conversations about the state of gender equality in an organization to resolve any lingering areas of gender discrimination or bias. If individuals in an organization are fearful of reflecting upon the status of gender equality an organization may become “gender blind” (Harvey et al., 2010). This leads to organization stagnation and lack of change and improvements in an organization.

### **Educational Implications**

Leaders in athletic training may take the information from this study to implement programs to promote gender equality in the workplace. The finding in this study may be used to begin a conversation about the state of gender equality athletic trainers are experiencing in the workplace. Individual Division II Universities and places of employment for athletic trainers may utilize the gender audit tool to measure their own employees’ perceptions of gender integration in the workplace. These responses may be used to narrow down where improvements may begin to move towards complete gender equality.

### **Recommendations for Future Research**

Further research should be focused on gender equality and gender integration in the field of athletic training. One area that requires further research is athletic trainers’ experiences with

## PERCEPTIONS OF GENDER INTEGRATION

gender inequality in the workplace. This study may be quantitative or qualitative in nature. It may be beneficial to conduct a qualitative study through open ended interview questions to fully understand individuals' experience with gender inequality.

Gender inequality is not the only area of inequality seen in athletic training. There is a need for studies focusing on the diversity present in athletic training. The field of Athletic Training greatly lacks diversity. Research should be focused on studying the rate of minority athletic trainers entering the workplace, minority populations' experiences in athletic training, and methods to improve equality to all minority individuals who are certified athletic trainers.

### **Limitations**

As this was an unfunded, master thesis this study did have some limitations. This is the first study focusing on athletic trainers' perception of gender integration. As the first study, there have been no similar studies to compare study design or results. To improve this study design, survey items may be adapted to specifically address the field of athletic training.

Another limitation of the study was not being able to recruit 15 male participants; In total 14 male participants completed the survey, only one short of the ideal number for each group in this comparison study (Creswell, 2015). The low response rate in male itself (14.9% , compared to 44.7% for female), implies male coaches' less interests in the gender integration issue.

An additional limitation could be the electronic nature of the study. The study also was distributed via electronic means and primary researcher did not have any in person contact with the potential participants. This may have caused a lower response rate. Usually in person studies have higher response rates compared to those distributed via email or other electronic source. This lower response rate with electronically distributed surveys may be due potential subjects

## PERCEPTIONS OF GENDER INTEGRATION

having more difficulty having questions answered by the primary researcher or lack of motivation to complete the study.

### **Summary**

The field of athletic training has evolved immensely since its conception. The field that was solely populated by males now consists of almost equal numbers of male and female athletic trainers. Even though females have raised the glass ceiling in this field, they have not yet shattered it. This study should be a starting point to work towards full gender equality in the field of athletic training.



**References**

- Arnold, B. L., Perrin, D. H., Vanlunen, B. L., Szczerba, J. E., Mattacola, C. G., & Gansneder, B. M. (1996). 1994 athletic trainer employment and salary characteristics. *Journal of Athletic Training, 31*(3), 215-218.
- Cohen, P. N., & Huffman, M. L. (2007). Working for the woman? Female managers and the gender wage gap. *American Sociological Review, 72*(5), 681-704.
- Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Pearson Education, Inc.
- Cunningham, G. B. (2008). Creating and sustaining gender diversity in sport organizations. *Sex Roles, 58*(1-2), 136-145.
- Harvey, J., Morris, P., Kindervatter, S., & Woods, A. (2010). *The gender audit handbook*. Retrieved from <http://www.interaction.org/document/gender-audit-overview>
- Heckman, D. (2003). Glass sneaker: Thirty years of victories and defeats involving title IX and sex discrimination in athletics. *Fordham Intell.Prop.Media & Ent.LJ, 13*, 551.
- Jalalzai, F. (2008). Women rule: Shattering the executive glass ceiling. *Politics & Gender, 4*(02), 205-231.
- Kahanov, L., & Eberman, L. E. (2011). Age, sex, and setting factors and labor force in athletic training. *Journal of Athletic Training, 46*(4), 424-430.

## PERCEPTIONS OF GENDER INTEGRATION

Mazerolle, S. M., Borland, J. F., & Burton, L. J. (2012). The professional socialization of collegiate female athletic trainers: Navigating experiences of gender bias. *Journal of Athletic Training*, 47(6), 694-703. doi:10.4085/1062-6050-47.6.04 [doi]

National Athletic Training Association (2015). *Districts*. Retrieved from <http://www.nata.org/districts>

National Collegiate Athletic Association (2015). *Search for a school*. Retrieved from <http://www.ncaa.org/about/who-we-are/search-school>

Perez, P. S., Cleary, M. A., & Hibbler, D. K. (2007). Women in athletic training: Striving for equity. *COERC 2002: Appreciating Scholarship.Proceedings of the*, , 87.

Ryan, M. K., & Haslam, S. A. (2005). The glass cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management*, 16(2), 81-90.

Skrla, L., Scheurich, J.J., Garcia, J., and Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly*, 40(1), 133-161. DOI: 10.1177/0013161X03259148

Smith, R. K. (1996). When ignorance is not bliss: In search of racial and gender equity in intercollegiate athletics. *Mo.L.Rev.*, 61, 329.

**Appendices**

## PERCEPTIONS OF GENDER INTEGRATION

### Appendix I

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

**Study Number:** 1602E83802

**Principal Investigator:** Jennifer Ach

**Title(s):**  
Perceptions of Gender Integration in Division II Athletic Training

---

This e-mail confirmation is your official University of Minnesota HRPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

**SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.**

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date. Please inform the IRB when you intend to close this study.

Upon receipt of this email, you may begin your research. If you have questions, please call

## PERCEPTIONS OF GENDER INTEGRATION

the IRB office at [\(612\) 626-5654](tel:(612)626-5654).

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.

We value your feedback. We have created a short survey that will only take a couple of minutes to complete. The questions are basic, but your responses will provide us with insight regarding what we do well and areas that may need improvement. Thanks in advance for completing the survey. <http://tinyurl.com/exempt-survey>

Appendix II

***InterAction Gender Audit: A Tool for Organizational Transformation ©  
Questionnaire Short Version***

---

Read through the questions and think about your organization. For each statement, think about how much you believe your organization is doing that activity. Write a number from 1 to 5. 1 means you think your organization is doing that activity only to a very small degree where 5 means you think your organization is doing that activity to a very great degree. Based on your scores combined with other staff in your organization, you will be able to develop strategies to move your organization toward gender equality.

**Use the following scale to rate each of the statements below**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
To a very small degree		To a moderate degree		To a very great degree

- \_\_\_ 1. The integration of gender equality in programs/projects is mandated in my organization.
- \_\_\_ 2. My organization has a written policy that affirms a commitment to gender equality.
- \_\_\_ 3. Senior management actively support and take responsibility for the implementation of the policy (or for promoting gender equality, if no policy exists).
- \_\_\_ 4. There has been an increase in the representation of women in senior management positions in the past few years.
- \_\_\_ 5. My organization has budgeted adequate financial resources to support our gender integration work.
- \_\_\_ 6. There is a person or division responsible for gender in my organization.
- \_\_\_ 7. Staff has the necessary knowledge, skills and attitude to carry out their work with gender awareness.
- \_\_\_ 8. Program/project planning, implementation, evaluation, and advisory teams in my organization consist of members who are gender-sensitive.
- \_\_\_ 9. Program/project planning, implementation, evaluation, and advisory teams in my organization include at least one person with specific expertise and skills in gender issues.
- \_\_\_ 10. Gender analysis is built into our program planning and implementation procedures.
- \_\_\_ 11. Gender analysis is built into our program evaluation procedures.

## PERCEPTIONS OF GENDER INTEGRATION

\_\_\_\_12. Data collected for projects and programs is disaggregated by sex.

\_\_\_\_13. The gender impact of projects and programs is monitored and evaluated.

\_\_\_\_14. My organization's programs/projects contribute to the empowerment of women/girls and the changing of unequal gender relations.

\_\_\_\_15. Gender awareness is included in job descriptions and/or in job performance criteria.

\_\_\_\_16. Gender issues are taken seriously and discussed openly by men and women in my organization.

\_\_\_\_17. My organization has a reputation of integrity and competence on gender issues amongst leaders in the field of gender and development.

\_\_\_\_18. The working environment in my organization has improved for women over the past two years.

\_\_\_\_19. Staff in my organization is committed to the advancement of gender equality.

\_\_\_\_20. My organization has made significant progress in mainstreaming gender into our operations and programs.

### Demographics

Gender \_\_\_\_M \_\_\_\_F

Age \_\_\_\_\_

Salary\_\_\_\_\_